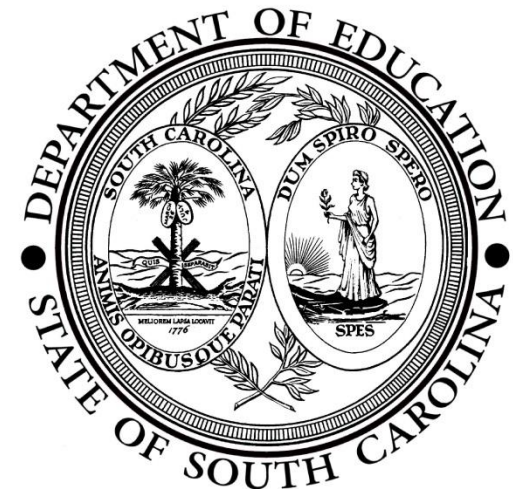


Grade 8

Emanuel A.M.E. – Racial Violence from Colonial Times to Today

Instructional Resource for the
South Carolina Social Studies Academic Standards

South Carolina Department of Education
Office of Standards and Learning
July 2016



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| Grade 8/South Carolina: One of the United States: Racial Violence from Colonial Times to Today |
| This unit focuses on continuity and change, Social Studies skills, and historical argumentation and analysis, historical literacy skills. Students will use their knowledge from previously studied historical events in South Carolina history to identify the trends in history and impact of Emanuel AME in our state's history. The Profile of the South Carolina Graduate is evidenced in the critical thinking and communication skills needed to analyze the sources and develop a thesis. This instructional plan is intended as a review to show a common theme in South Carolina history and could be 1 day consisting of 90 minutes of instruction. |
| Standard(s) and/or Indicator(s) |
| <p>Standard 8-1: The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans</p> <p>8-1.4 Explain the significance of enslaved and free Africans in the developing culture and economy of the South and South Carolina, including the growth of the slave trade and resulting population imbalance between African and European settlers; African contributions to agricultural development; and resistance to slavery, including the Stono Rebellion and subsequent laws to control slaves.</p> <p>Standard 8-4: The student will demonstrate an understanding of the multiple events that led to the Civil War.</p> <p>8-4.2 Analyze how sectionalism arose from racial tension, including the Denmark Vesey plot, slave codes and the growth of the abolitionist movement.</p> <p>Standard 8-5: The student will understand the impact of Reconstruction, industrialization, and Progressivism on society and politics in South Carolina in the late nineteenth and early twentieth centuries.</p> <p>8-5.3 Summarize the successes and failures of Reconstruction in South Carolina, including the creation of political, educational, and social opportunities for African Americans; the rise of discriminatory groups; and the withdrawal of federal protection.</p> <p>Standard 8-7: The student will demonstrate an understanding of the impact on South Carolina of significant events of the late twentieth and early twenty-first centuries.</p> <p>8-7.2 Analyze the movement for civil rights in South Carolina, including the impact of the landmark court cases <i>Elmore v. Rice</i> and <i>Briggs v. Elliot</i>; civil rights leaders Septima Poinsette Clark, Modjeska Monteith Simkins, and Matthew J. Perry; the South Carolina school equalization effort and other resistance to school integration; peaceful efforts to integrate beginning with colleges and demonstrations in South Carolina such as the Friendship Nine and the Orangeburg Massacre.</p> |
| “I Can” Statements |
| <p>“I Can” statements are learning targets of what students need to know and be able to do as it relates to the standard/indicator(s).</p> <ul style="list-style-type: none"> <i>I can explain how racial violence impacted South Carolinians from Colonial times to today.(8-1.4, 8-4.2, 8-5.3, 8-7.2)</i> |
| Essential Question(s) |

These are **suggested** essential questions that will help guide student inquiry.

- How did the massacre of the Charleston Emmanuel Nine and the subsequent removal of the Confederate flag impact the people of South Carolina?
- How did the events surrounding the massacre of the Charleston Emmanuel Nine force social and legal changes in South Carolina?

Prior Knowledge

Students need to know about the events leading up to the massacre of the Charleston Emmanuel Nine, the persons and groups involved in the Confederate flag controversy, and efforts to remove the Confederate flag from the state capitol including previous 8th grade history on massacres and racial violence in South Carolina. This lesson would be a review of previous learning identifying the theme of violence and applying it to the recent massacre at Emanuel AME.

Subsequent Knowledge

The students will understand the economic impact of racial violence on the state of South Carolina. (USHC-9.5)

Potential Instructional Strategies

Day 1 Learning Target: *I can explain how racial violence impacted South Carolinians from Colonial times to today.* (8-1.4, 8-4.2, 8-5.3, 8-7.2)

Read/View Sources:

Time article section VIII/”For Example” section on Denmark Vesey

<http://time.com/time-magazine-charleston-shooting-cover-story/> and the Emanuel A.M.E. church history

<http://www.emanuelamechurch.org/churchhistory.php>

Stono Rebellion

<http://nationalhumanitiescenter.org/pds/becomingamer/peoples/text4/stonorebellion.pdf>

Hamburg Massacre:

<http://www.blackpast.org/aah/hamburg-massacre-1876> and <https://www.nytimes.com/learning/general/onthisday/harp/0812.html>

Orangeburg Massacre: <https://www.youtube.com/watch?v=lSgBItNWU-Y> and

<http://ed.sc.gov/scdoe/assets/File/instruction/standards/Social%20Studies/SC%20Black%20History%20Bugle%20Issue%203.pdf> (p. 8 Black History Bugle Volume 3)

Critical Thinking: Based on the readings, videos, and your knowledge of these events from earlier in the school year, create a t-chart on continuities and changes. Develop a thesis statement using the information in your t-chart. Have students share their thesis and explanations of their charts.

Potential Assessment Task

T-chart (8-1.4, 8-4.2, 8-5.3, 8-7.2)

Resources

Avery Institute of Afro-American History and Culture. (2016). *Black history bugle, volume 3*. Columbia, SC: South Carolina Department of Education.

BlackPast.org. (2016). The Hamburg massacre 1876. Retrieved from <https://www.youtube.com/watch?v=ISgBItNWU-Y>

Emanuel African Methodist Episcopal Church. (2016). “Mother Emanuel” A.M.E. church history. Retrieved from <http://www.emanuelamechurch.org/churchhistory.php>

Jim Crow Museum (Producer). (2014). Orangeburg Massacre 1968 [YouTube]. Retrieved from <https://www.youtube.com/watch?v=ISgBItNWU-Y>

Kennedy, R. (2001, August 12). On this day: August 12, 1876. *The New York Times*. Retrieved from <https://www.nytimes.com/learning/general/onthisday/harp/0812.html>

National Humanities Center. (n.d.). *Two views of the Stono slave rebellion South Carolina, 1739*. Retrieved from <http://nationalhumanitiescenter.org/pds/becomingamer/peoples/text4/stonorebellion.pdf>

Read, Write Think. (2016). *T-chart*. Retrieved from <http://www.readwritethink.org/files/resources/printouts/T-Chart.pdf>

South Carolina Department of Education. Profile of the South Carolina Graduate [PDF document]. Retrieved from http://ed.sc.gov/scdoe/assets/File/instruction/standards/ELA/Agency%20Approved%20Profile-of-the-South-Carolina-Graduate_Updated.pdf

South Carolina Department of Education. (2011). South Carolina social studies academic standards [PDF document]. Retrieved from <http://ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/FINALAPPROVEDSSStandardsAugust182011.pdf>

Von Drehle, D. (2015). How do you forgive a murderer? Retrieved from <http://time.com/time-magazine-charleston-shooting-cover-story/>